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ABSTRACT

Revisions of policies and standards of the North Central Association for the approval of occupational secondary schools are mainly related to those of board/staff relationship and pertain to aspects of operating policies, superintendent responsibilities, channels of communication, board meetings, working relationships, and employment policies. A new policy procedure has been adopted that involves innovative and unusual educational designs which are substantive deviations from the standards; the intent of the procedure is to encourage innovation under controlled circumstances so that prospects for success are improved. Sections of the brochure are divided according to: policies, standards, amendment procedures, appeals procedures, organization and procedures, and rulings of the administrative committee. (EA)

POLICIES AND STANDARDS FOR THE APPROVAL OF OCCUPATIONAL SECONDARY SCHOOLS

REVISED FOR 1973-1974

ED 091551

"The purpose of the Association shall be the development and maintenance of high standards of excellence for universities, colleges and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies." (Articles of Incorporation of the North Central Association)

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FOUNDED 1895

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POLICIES AND STANDARDS FOR THE APPROVAL OF OCCUPATIONAL SECONDARY SCHOOLS

Section A—POLICIES

Policies are adopted procedures and guides to be followed by the Commission on Secondary Schools in accrediting member schools.

Policy I: Definition and Delimitation of Occupational Secondary Schools

A school to be eligible for NCA accreditation under these Policies and Standards must have every student in attendance enrolled in a vocational or an occupational program. It may offer other supportive subjects, but its central concern must be with occupational vocational education. Its student body must be composed mainly of students pursuing secondary level occupational programs, although it may have post-secondary components. The school must offer course work in several different occupations or vocations, extending to its students broad rather than delimited choices in the vocations.

Note:

The state educational authority will determine whether the school primarily offers secondary level occupational programs or post-secondary level programs.

The occupational secondary school does not have to issue a diploma in its own name to be eligible for accreditation under these standards, but it may do so.

Secondary schools not meeting the above definition, such as comprehensive high schools or vocational-technical high schools with some students not enrolled in vocational or occupational programs, must seek NCA accreditation through whichever other set of Secondary Commission accrediting standards would be most appropriate to its program.

Policy II: Non-Discriminatory Selection of Students

A school seeking NCA membership under these standards shall not discriminate in its selection of students on the basis of race. Nor shall it discriminate on the basis of religion, unless the school is officially church-related and wishes to recruit its students mainly from communicants of that church.

Policy III: Period of Accreditation

A member occupational secondary school of the North Central Association is accredited for one year at a time

which is always the present school year. Its certificate of membership is valid as long as the school satisfies conditions for accreditation by the Commission on Secondary Schools, is fully approved or accredited by the legally constituted or recognized accrediting agency in its state, and functions in full accordance with the state plan for occupational education.

Schools admitted during the annual meeting will be considered accredited for that entire school year.

Note:

If a state accrediting agency uses a multiple classification, a school must qualify for the class designated by the State Committee as appropriate in that state.

Policy IV: Review of Annual Reports by State Committees and the Commission on Secondary Schools

1. An occupational secondary school desiring to continue membership in the Association shall submit an annual report and such supplementary reports as the Commission on Secondary Schools finds necessary in order to accredit schools.

2. The State Chairman of each state shall distribute the annual report forms with supplementary instructions and suggestions each fall, check the receipt of reports, and make an initial review of the reports in preparation for review by the State Committee.

   The State Committee shall examine the annual reports from member schools and make recommendations to the Commission for its consideration during the review of the status of all member schools at the annual meeting of the Association in the spring.

   The annual report for occupational secondary schools shall be designed to determine the program and instructional modifications that have been made during the year in response to the major technological changes affecting the needs of the students of the school.

3. It shall be the policy of the Commission not to take an action affecting the accreditation of a member school which is different from that recommended by the State Committee without first consulting with the State Chairman.

4. Each member school in its annual report to the Commission is required to list all violations of standards cited the previous year, and to indicate what action has been taken to correct the deficiencies.

Policy V: Evaluation of the Composite Effectiveness of the School

1. An occupational school shall be judged, insofar as is possible, in terms of its stated purposes and objectives, provided these are in harmony with the occupational-educational needs of its students, the community, the state, and the nation.

2. An occupational school shall be judged on the basis of the effectiveness of its preparation, placement, and career advancement of its students. Although it is a purpose of an accrediting association to develop certain basic standards for the approval of schools, it is recognized by the Commission that desirable variations will occur in the purposes and programs of institutions. Therefore, occupational schools may vary widely in format and structure. Standards and procedures in accreditation should be sufficiently flexible to provide for these variations within a framework of common preconditions for quality education.

   It shall be the policy of the Commission on Secondary Schools to recognize that departures from specific standards may be compensated for by a school's overall excellence. It is the responsibility of a member school, and of the State Committee, however, to submit such information as the Commission may require to support the school's claim of general excellence.

3. The Commission on Secondary Schools, through research and study, shall continue to seek to improve its standards and to make them stimulating and conducive to the educational advancement of member occupational secondary schools.

4. In order to stimulate occupational schools towards continued improvement in the development of quality programs, each member occupational secondary school shall be evaluated at least once during each seven-year cycle, using an appropriate instrument approved by the Commission. These materials are to be used on a self-study basis, to be followed by an NCA evaluation team of sufficient size and remaining an adequate length of time in the school to observe all phases of its program.

5. Each occupational secondary school applying for membership in the NCA Secondary Commission shall follow the evaluation procedure outlined above

in Item 4. Exceptions to the provisions of this policy may be made only by the action of the Administrative Committee.

However, a school may be accorded full membership without undergoing an evaluation for up to two years following its admission into the North Central Association, provided in the judgment of the State Committee and the Commission on Secondary Schools the school meets all the qualifications for membership listed in these Policies and Standards. This shall be known as "Membership with Deferred Evaluation." The school shall be granted continuing membership status when it undergoes a complete self-study followed by an evaluation by an NCA team, as outlined in the NCA *Procedures for the Evaluation of Secondary Schools.*

If the school has not completed its evaluation by the time of the second annual meeting following its admission into the NCA, it shall be dropped from membership. Exceptions to this regulation can be made only upon the recommendation of the State Committee and with the approval of the Administrative Committee.

Policy VI: Classification of Schools for Accreditation

The accreditation status of member schools shall be reviewed annually. Based upon an analysis of its annual report and such additional information as the Commission may require, a member school shall be classified under one of the following categories each spring at the annual meeting:

1. *Accredited*

   A school should be classified as Accredited when it meets fully the requirements of all policies and standards or when, in the opinion of the State Committee and/or the Commission, it fails to meet one or more of the policies and standards but the resulting deficiency does not detract to a serious degree from the quality of the school's educational program.

2. *Accredited-Warned*

   A school shall be classified as Accredited-Warned when, in the judgment of the State Committee and/or the Commission (a) it fails to meet one or more of the policies and standards and the resulting deficiency seriously detracts from the quality of the school's educational program, (b) it consistently

fails to remove or make substantial progress toward removing all deficiencies noted the previous year, (c) it consistently violates policies and standards, or (d) when it deliberately and unnecessarily violates one or more of the standards.

Note: The period of warning is for one academic year. If, at the end of a year the cause for warning has not been corrected, the school will be dropped from membership in the Association, except under extraordinary circumstances when a second warning may be given. A second warning may be given only by means of a three-fourths majority vote of the members of the Commission present at the annual meeting of the Association.

3. *Withdrawn or Discontinued*

A school which voluntarily requests to withdraw or is discontinued will be classified as "Withdrawn" or "Discontinued" for the records of the Association.

4. *Dropped*

A school which finds it impossible to meet the standards or refuses to do so in successive years, may be dropped from membership. A school shall not be dropped without a one-year warning if it has been accredited continuously for five years, except by a three-fourths majority vote of the members of the Commission present at the annual meeting.

Policy VII: The Responsibilities of State Committees and State Chairmen

1. State Committees are the agencies of the Commission on Secondary Schools responsible for making decisions and recommendations relative to the standing of member schools. In addition to receiving and examining reports from schools and making recommendations to the Commission, State Committees have the responsibility of working with member schools to assist them to satisfactorily meet or to exceed the provisions of the standards.

2. The Chairman of each State Committee is the official agent of communication between the secondary schools in that state and the Commission on Secondary Schools. He is responsible to the Commission for the distribution, collection, and filing of all reports, and for such other duties as the Commission may define.

3. All official State Committee members are voting members of the Commission on Secondary Schools of the Association.

4. Each State Committee and the Chairman shall be responsible for establishing an evaluation cycle which will provide that approximately one-seventh of the member occupational secondary schools in the state be involved in the self-study and evaluation process each year.

Section B—STANDARDS

Format for the Standards:

1. Qualitative Principle—introduces each standard to describe its general significance and the provisions to be made.
2. Minimum Standards—the numbered standards state the specific requirement that must be observed by member schools. A simplified numbering system has been introduced to facilitate reference to these sections.
3. Progress Criteria—suggest directions and objectives for those schools that meet or exceed the minimum standards; these are not required for membership, but are indicative of additional improvements that should be made.

STANDARD I: INSTITUTIONAL PURPOSE

A school has the responsibility for serving the educational needs of its students as they prepare for life and work in a democratic society. In order to establish priorities, assist decision-making, and provide an effective basis for comprehensive and continuous evaluation, each member school shall develop and maintain a written statement of the major purposes and general objectives to be sought through the educational program.

1.1 The school's statement of purposes and objectives shall be expressed clearly. Where appropriate, the objectives should be stated in measurable behavioral and performance terms that will lend themselves to specific determination of the degree to which they are being realized in the school.

1.2 The statement should be the joint product of the thinking of the faculty, the administration, the students, the parents, and the industrial, professional, and business community involved with the school. The statement shall have been approved by the governing board of the school.

1.3 The statement shall reflect the individual character of the school, including familiarity with the community's sociological composition, various community agencies and resources, the expectations and requirements of the businesses and industries for which the school is training its students, and the needs and characteristics of the community's youth and adults. The statement shall be consistent with the principles and spirit of American democracy and

with the prevailing values of work in American society.

1.4 The statement of purpose shall show evidence of the priorities established for the school's various responsibilities. Implementation of such priorities shall be evident in the educational program.

1.5 Objectives shall be identified for the specific subject areas, the various occupational programs, the school activity program, and student personnel services. These objectives shall be expressed in the terms of the specific behaviors, skills, and attitudes to be sought in each program area of the school. These objectives shall be consistent and coherent with the major purposes of the institution and with the state plan for vocational-technical education.

1.6 Provision shall be made for periodic review and appropriate modification of the statement in light of changing social conditions and circumstances.

1.7 Information from a variety of sources, including the advisory committee, shall be required to determine the extent to which the institution's purposes and objectives are being achieved and to evidence that the major characteristics of the program are traceable to the purposes and objectives established by the statement.

1.8 The statement shall be given wide circulation among the staff, the students, the parents, the community, and the industrial patrons of the school.

STANDARD II: ORGANIZATION, ADMINISTRATION, AND CONTROL

Effective board-superintendent relationships shall obtain. The school shall have administrative and supervisory personnel adequate for effective operation of the program. The administrator of the occupational secondary school shall have the necessary autonomy and authority to provide the leadership needed to accomplish the improvement of instruction with the staff. The school shall be organized to assure the achievement of its stated purposes.

Type of Organization

2.1 A member occupational secondary school may include grades 9 through 14, but must include at least grades 11 and 12 in its organization. The school must report on those grades that actually constitute the type of organization which exists. Where applicable, this shall coincide with the type of organization reported to the state department of education.

Size of School

2.2 In order to become a member school, and to continue to qualify for accreditation, an occupational secondary school shall enroll a sufficient number of students and employ a staff which is educationally and occupationally competent to assure a balanced occupational educational program. The minimum program in breadth of curriculum offerings, student activities, and student personnel services is stipulated elsewhere in these standards.

Administrative and Supervisory Services

2.30 The administrative head of the school (hereinafter called administrative head) shall be responsible for the improvement of instruction and be given the authority and resources needed to accomplish this goal. He shall help clarify the purposes of the school, help obtain resources for it, coordinate its various activities, and promote its continuous evaluation. Results of such evaluations shall be used to determine improvements needed, especially in program and staff.

2.31 Lines of administrative and supervisory authority between the central office staff and the administrative head shall be defined clearly, giving the administrative head responsibility for initiating ap-

propriate changes which adapt the school to the needs of students, business, and industry.

2.32 The administrative head shall be involved in the selection, retention, promotion, and assignment of all personnel under his direction. All such persons shall be responsible to the administrative head in the performance of their duties.

In some large systems, centralization of selection and assignment procedures may not permit direct involvement of the administrative head, but his specification of particular staff needs must be considered.

School Records and Reports

2.4 Records and reports needed for effective planning, operation, evaluation and reporting results shall be kept relative to the following components of the educational program: (1) student personnel, (2) staff, (3) instructional supplies and equipment, (4) curriculum, (5) student activities, (6) instructional media, (7) guidance, (8) school plant, (9) administrative operation, and (10) job placement and follow-up studies of graduates. Permanent records of students, staff, and curriculum shall be housed so they will be safe from theft and fire.

Custodial and Clerical Staff

2.50 The custodial staff shall be adequate to maintain a plant that is safe, clean, and attractive. Custodians shall meet the legal standards of the state pertaining to their training and employment.

2.51 Adequate clerical assistance shall be provided to the professional staff.

The School Day and Year

2.60 A member occupational secondary school shall organize its schedule of classes in a pattern most appropriate to achieving objectives of the program and may provide varying time periods as need arises. Time periods must be compatible with the state plan for occupational secondary schools.

2.61 The length of the regular school year for secondary school students shall be at least 180 days, with classes actually in session for at least 175 days.

2.62 A school day of at least six clock-hours, exclusive of lunch time, shall be made available to students. Students may be assigned for all or any portion of this time.

2.63 The sharing of the student's time between an area vocational center and a sending high school is endorsed.

Graduation Requirements

2.70 Sixteen units of credit or their equivalent, inclusive of work taken in grades nine through twelve, shall be required for graduation from an occupational high school.

Provisions for Granting Credit in Member Schools

2.71 Member occupational secondary schools may elect any of the several means listed below for granting credit:

a. *A Semester Hour:* This is the amount of credit given for the successful completion of a course which meets one period per week for one semester of at least 18 weeks. A course which meets five periods per week for two semesters, therefore, would permit a student to earn ten semester hours of credit.

b. *A Carnegie Unit:* This is the amount of credit given for the successful completion of a course which meets 40 minutes daily, five days per week, for at least 36 weeks, or the equivalent amount of time within the school year. The equivalent time is 120 clock hours.

c. *Credit by Examination:* Credit may be given on a performance basis through the administration of approved examinations covering the content ordinarily included in a regular school course in the subject. Schools may also use examinations as the basis for admission of students with educational experience for which regular transcripts of credit are not available.

d. *Credit by Work Experience:* Credit may be given for work experience related to occupational training as evaluated and determined by the professional staff and approved by the school administrator.

e. *Supervised Self-Paced Study Programs:* Schools providing for planned programs of supervised learning through mediated instruction may not wish to require all students to attend classes a specific amount of time during a semester. In such instances credit may be granted for satisfactory performance on administered proficiency examinations, or for successful completion of curricular units, steps, or phases which have

been established by the school as comprising the equivalency of a unit of work.

f. *Study Abroad:* High school students who have attended high schools in another country for one or more semesters may have their credits verified by passing an examination given by a certified teacher in the high school to which they are transferring. The same procedure applies to credits earned through the American Field Service International Program.

g. *Credit Through Military Experiences:* Member schools may, in accordance with the established policies of their respective state departments of education, grant units of credit toward graduation for the following types of educational experiences received while in military service:

(1) United States Armed Forces Institute courses
(2) United States Armed Forces Institute subject examinations
(3) High school courses offered through USAFI by cooperating colleges and universities; credit upon transfer from the school offering the course
(4) Marine Corps Institute courses
(5) Coast Guard Institute courses
(6) Basic or recruit training accepted in lieu of required courses in physical education and health
(7) Service school training
(8) Pre-Release Education Program (PREP) courses

h. *Credit Through Extension and Correspondence Study:* Member secondary schools may accept credit earned by a student through correspondence or extension study toward satisfying the requirements for graduation. Such credit shall be earned through the satisfactory completion of courses offered by a college or university extension division accredited by the North Central Association or some other regional accrediting association.

A maximum of four units of such credit may be counted except for adult or physically handicapped students and for students residing in places where an accredited high school is not accessible for resident study.

Interpretation: Credits earned through corre-

spondence study may be used toward meeting high school graduation requirements provided the following requirements are met:

(1) The student taking correspondence courses for credit has had the course approved by his high school principal in advance of enrollment in the course.

(2) The amount of work being pursued in regular high school classes plus the amount taken by correspondence does not exceed the regular load carried by full time high school students.

(3) The credits earned must meet the requirements for high school graduation of the local secondary school involved.

(4) Correspondence courses may not be used generally in lieu of regular courses offered by a member school, but may be used to enrich the pupil's program where the school feels this to be appropriate and useful to the student concerned.

i. *Credit for Summer School Study:* Member secondary schools may offer summer school courses for credit or accept summer school credit earned in some other accredited high school. If a school operates a summer school, the courses offered shall be under the instruction of teachers and the supervision of administrators who meet North Central standards. Each class must meet for 120 clock hours for one unit of credit or 60 clock-hours for one-half unit of credit.

Administrative and Supervisory Personnel

2.80 *Superintendent:* All member schools shall be part of a system or district having a designated chief education officer (hereinafter referred to as superintendent). Those independent or private schools not part of a school system shall employ a full-time principal or director.

2.81 *Administrative Head of the School:* Schools enrolling fewer than 250 occupational students shall employ an administrative head who devotes at least half his time to the administration and supervision of the high school. Occupational secondary schools enrolling 250 or more students shall employ a full-time administrative head.

2.82 *Assistant Administrator:* In order to permit the school administrator to have sufficient time to en-

gage in improvement of instruction, assistants shall be provided as follows: when on a full time equivalency basis enrollment exceeds 500 students, at least one half-time assistant; when enrollment exceeds 1000 students, at least one full-time assistant. Thereafter, for each additional 1000 students or major fraction thereof, at least one full-time assistant shall be provided.

Schools are encouraged to attempt a variety of approaches to administrative staffing and to submit their plans to the State Committee for approval.

Note: In districts where the superintendent also serves as the building administrator, at least one half-time assistant is to be added to these requirements.

Board/Staff Relationships

2.90 Responsibility for determining the general policies of a member school shall be entrusted to a governing board hereinafter referred to as the board of education. The board of education shall authorize the superintendent of schools to indicate its approval of the Policies and Standards of the Secondary Commission on the annual report form. This approval also verifies that conditions are reported accurately. The superintendent shall keep the board informed of the status of all important aspects of the school's operation.

2.91 The board of education shall be responsible for the selection of its chief executive officer, who is the superintendent, principal, or other designated head of the school system. Subject to the approval of the board of education, the administrative head of the school system (hereinafter referred to as the superintendent) shall be responsible for administering the school within limits established by board policies and regulations and by the state plan for vocational-technical education. He shall be responsible for the selection and assignment of school employees, management of plant and equipment, administration and supervision of the educational program. The board shall be provided with such periodic reports as it feels are necessary to keep it properly advised.

The superintendent, in cooperation with the professional staff, shall prepare and submit annually for board action a budget of anticipated income and expenditures and shall be responsible with

proper board authorization for the expenditure of, and proper accounting for, all funds in accordance with the budget.

2.92 The board of education shall direct the superintendent to prepare, in cooperation with the staff, a set of policies to serve as a basis for the administration of the school and as a guide to the superintendent and other employees in conducting their respective duties. These policies shall be approved by the board when the policies adequately represent their best judgment, shall be in printed form, and shall be available to employees and patrons of the school. Board members shall refrain from involvement in administrative functions.

2.93 The board of education shall transact official business with professional staff members and other school employees only through the administrative head of the school system. Although the superintendent may wish to delegate some responsibilities for reporting to the board, such practice shall be at his discretion, and instances of multiple persons reporting directly to the board as regular practice shall be considered a violation of this standard. Individual board members shall not engage in transactions for the school unless entire board approval is given.

2.94 The superintendent, in cooperation with board members and his staff, shall prepare an agenda of items to be discussed at board meetings. The times for meetings shall be announced in advance, giving all board members time to be informed. The board shall expect the superintendent to make recommendations for the welfare of the district. Board meetings shall be open to the public except at certain times when executive sessions are necessary.

2.95 The working relationships between the board of education and the superintendent, between the superintendent and the school administrator, and between the school administrator and the staff shall be such as to insure cooperative and effective administration. Administrative procedures shall be carried on by democratic processes which utilize the abilities and contributions of staff members.

2.96 The status of staff members shall not be changed without previous discussion between the school administrator and the superintendent. The official change shall be effected only on the recommenda-

tion of the superintendent and only at an official meeting of the board of education.

Certificated employees shall be kept informed of their status and in the event that the board contemplates action for dismissal, the employee affected shall be informed in writing, and given an opportunity for a hearing before official action is taken by the board.

2.97 Boards of education shall adopt procedures to permit employees to present their viewpoints on matters affecting the educational program before policy decisions are made. Efforts shall be made to accomplish this communication in an orderly manner with the superintendent, or his designated representative, present during the discussion.

2.98 Inappropriate interference in the administration of the schools by individuals or political and special interest groups shall not be tolerated.

Progress Criteria

... Individual boards of education are encouraged to include in their policies and regulations provisions designed to help assure orderly board/staff relationships using the above standards as their guidelines.

... Board members are familiar with and accept the tenets of "A Code of Ethics for School Board Members" as published by the National School Boards Association.

... Board members are encouraged to participate in NCA evaluation activities.

... Each advisory committee encompasses all levels of its respective industry or occupation, including workers through chief management.

STANDARD III: INSTRUCTIONAL PROGRAM

The instructional program shall be designed to impart knowledge and develop skills, assist students in learning the processes and procedures of the current business and industrial cultures, and develop attitudes, interests, and values essential to the successful functioning of an individual in a democratic society. Special emphasis shall be placed on preparing students for the world of work.

Basic Guides

3.10 The educational program shall be developed from the school's statement of purposes and from a knowledge of the needs of its students and shall be appropriate to serve the important educational and occupational needs of the community, state, and nation.

3.11 The school's program shall be designed specifically to meet the occupational education needs of its students. It shall provide a variety of learning experiences through classroom, laboratory or on-the-job activities, and appropriate guidance services.

3.12 The planning of guiding policies and the design of a school's educational program shall provide opportunities for cooperative participation by laymen, students, faculty members, and the advisory committees.

3.13 Provisions shall be made for the students of different aptitudes, mental capacities, and interests—including the disadvantaged—and the school shall seek to provide a program designed to encourage all educable youth in its community to complete satisfactorily an occupational education program.

3.14 Programs shall be available to provide occupational education for the physically and mentally handicapped.

3.15 Provisions shall be made for continuity in and articulation of programs of study from learning level to learning level and within each learning level.

3.16 Resources of the industrial and business cultures shall be utilized judiciously in providing program enrichment.

3.17 Programs of occupational education shall provide adequate and timely instruction in both preparatory and supportive education which will reflect occupational trends, meet the changing needs of job requirements, and develop an effective understanding of the world of work.

3.18 The primary purposes of any course or curriculum shall be to prepare students for the development of skills and knowledge for entry into an occupation, for advancement within an occupation, for upgrading their occupational skills, or for preparing them for additional specialized occupational or technical education.

3.19 The content of every course or curriculum shall be based on the skills and knowledge required in the occupation and will be developed and conducted in consultation with persons actively engaged in the occupation.

3.20 Flexibility and adaptability shall be essential characteristics of the program for occupational education.

3.21 The program shall be based on periodic surveys of manpower needs and the evaluation of the curriculum in terms of those needs.

3.22 Program of Studies: Each school shall provide, as a minimum, five distinct-area occupational education programs. It is the responsibility of schools to plan their curriculum patterns to serve their own students and communities; consequently, no attempt is made to specify occupational areas, learning level placement, or sequences of programs.

3.23 Extent of Offerings: Each member school shall offer and teach during the regular school year at least the number of units of occupational course work required by its respective state department of education. This number of units must be the number approved within the minimum of five distinct-area occupational education programs.

3.24 Each member school should provide the necessary instruction in reading to enable its students to cope with the requirements of the school's occupational and vocational programs.

3.25 Each member school should provide the necessary instruction in math fundamentals to enable its students to cope with the requirements of the school's occupational and vocational programs.

Favorable Conditions for Instruction

3.40 Member schools shall provide a contemporary educational environment conducive to effective classroom and laboratory instruction.

3.41 The total pattern of effective occupational instruction includes special components which member

schools shall provide. Components included are: (1) well-defined instructional objectives stated in behavioral terms, (2) performance criteria for specific skills, (3) systematic planning by instructors, (4) the selection and use of varied types of learning materials and experiences, (5) the adaptation of organizational and instructional procedures to student needs, (6) the use of varied evaluation instruments and procedures, and (7) good instructor and student morale.

3.42 Provisions shall be made for the continued improvement of the instructional staff members. Funding for this staff improvement effort should be provided for in the budget.

Progress Criteria

. . . Diagnostic services are utilized to determine the nature of the educational needs of individuals.

. . . Students are given opportunities to test acquired knowledge through performance in laboratory application and on-the-job training.

. . . Efforts are made to encourage students to function through self-direction, particularly as they near a satisfactory completion of their respective occupational programs.

. . . Arrangements are made for cooperative teaching to extend the influence of the most skilled staff members.

. . . Efforts are made to reveal the interdisciplinary commonalities among the various subjects.

. . . The school has extensive supportive programs in reading, math fundamentals, and in all other vital skill areas.

STANDARD IV: ADMINISTRATIVE AND PROFESSIONAL STAFF

The school shall be staffed by administrators and teachers who are well qualified in professional, subject matter, and technical skill areas, actively encouraged by the school system to improve their competencies, involved in those areas of decision-making affecting the school program, and teaching under conditions favorable to good morale.

Teachers

4.1 Degree and Legal Standards: All teachers in occupational secondary schools shall meet the requirements for instructors as established in the state plan. However, instructors teaching subjects for which specific NCA requirements have been established must meet those standards as well, including the required baccalaureate degree. (See the Appendix for these standards.)

4.2 The professional staff shall be capable of giving assistance to students in course selection, subject enrollment, job placement, and follow-up.

Teaching Field or Subject

(A teacher may qualify to teach a certain subject by taking and passing a proficiency examination, provided an accredited college certifies that the teacher has demonstrated competency equal to one having completed the required preparation.)

4.3 Teaching Fields: Teachers in the following fields shall have the minimum number of semester hours of credit hereinafter prescribed in order to qualify for teaching assignments in their respective fields:

4.31 AGRICULTURE: 24 semester hours in agriculture.

4.32 BUSINESS: 24 semester hours in business with at least one college course in each high school subject to which he is assigned (with the exception of vocational business courses not routinely taught in comprehensive high schools*).

4.33 DRAFTING, GENERAL DRAWING, MECHANICAL DRAWING (NON-VOCATIONAL): 18 semester hours in drawing or 20 semester hours in industrial arts including at least 5 hours in drawing. The teacher may also qualify by combining art and or industrial arts to make 20 semester hours.

* These teachers must meet the requirements set forth in the state plan.

4.34 ELECTRONICS (NON-VOCATIONAL): These teachers must be qualified in either science or industrial arts with appropriate course work in the general area of electronics.

4.35 HOME ECONOMICS: 24 semester hours in home economics (with the exception of vocational home economics courses*)

4.36 INDUSTRIAL ARTS: 20 semester hours in industrial arts including at least one course in each subject taught.

4.37 DRIVER EDUCATION, INDUSTRIAL EDUCATION (VOCATIONAL), REMEDIAL TEACHERS, SPECIAL EDUCATION, AND OTHERS: Teachers of these subjects, and of all other subjects for which NCA requirements have not been established, will be approved by the Commission if they hold a certificate for the respective field issued by the state in which they are teaching. In the absence of such state certification, approval is left to the judgment of the State Committee.

4.38 TEACHERS OF ALL OTHER VOCATIONAL SUBJECTS: These teachers must meet the requirements noted in the state plan.

Staffing and Salaries

4.60 STUDENT PROFESSIONAL STAFF RATIO: The ratio of students to teachers and other professional staff members shall not exceed 22 to 1. Only that portion of a staff member's time actually devoted to duties in the school may be counted in determining the student/staff ratio. The number of teachers employed in the school shall be adequate to provide effective instruction, direction of extra-classroom activities, counseling, and other educational services.

4.61 TEACHING LOAD: The teaching load shall be such that teachers have adequate time to perform their duties. Except in certain activity-type classes such as typewriting, physical education, and music, the average pupil load for a teacher within a department shall not exceed 160 pupils daily. Vocational education classes should be limited to 20.

4.62 PREPARATION PERIOD: Within the basic school day, each classroom teacher's schedule shall include one period daily or not less than 200 minutes per week for conferences and instructional planning.

* These teachers must meet the requirements set forth in the state plan.

Interpretation: The preparation period must be included within the framework of the total school day. The standard does not apply to people involved in special services such as administrators, counselors, librarians, and vocational teachers as approved by the NCA State Committee and under the state plan.

4.63 PREPARATION RECORDS: Official transcripts for all professional staff members shall be on file in the office of the superintendent of the school system or in the office of the administrative head of the member occupational school.

4.64 SALARIES: Professional school personnel shall be paid salaries adequate to permit a standard of living appropriate for professional persons in the community in which they are employed and which make possible continued professional improvement. Salaries shall provide incentive for personnel to obtain advanced preparation.

Special Professional Service Personnel

4.70 COUNSELOR: Professional staff members employed as guidance counselors shall have at least 18 semester hours of graduate preparation in guidance and counseling in addition to teaching and work experience.

4.71 PROFESSIONAL MEDIA PERSONNEL: Librarians shall meet the classroom teacher requirements with reference to degree and professional preparation and also shall have a minimum of 18 hours of library science. Persons employed principally as audio-visual specialists shall have at least 12 hours of credit in this field.

4.72 HEALTH PERSONNEL: Members of the non-instructional professional staff providing health services shall meet the health certification requirements of the state in which the school is located.

4.73 PARA-PROFESSIONALS: Para-professionals must be high school graduates or the equivalent. Some college preparation is considered desirable for those assisting in the more specialized areas of instruction. The use of para-professionals is considered desirable for all schools. Para-professionals shall not be used to replace teachers.

Administrative and Supervisory Personnel

4.80 SUPERINTENDENT: The superintendent who is the chief education executive officer of the school system shall have earned at least 60 hours of grad-

nate credit, inclusive of the master's degree. Not less than 30 semester hours of graduate credit shall have been in administration, supervision, and related fields. He shall have had a minimum of four years of professional experience.

4.81 ASSISTANT SUPERINTENDENT: Assistant superintendents in charge of curriculum, instruction, and general administration shall have earned at least 45 hours of graduate credit, inclusive of the master's degree, with major emphasis in administration and supervision.

4.82 The administrative head of the school shall have earned at least 45 hours of graduate credit, inclusive of the master's degree. Not less than 20 semester hours of graduate credit shall have been in administration, curriculum, supervision, and related fields. He shall have had a minimum of two years of successful teaching experience. It is desirable that the administrative head be acquainted with the field of occupational education through preparation or work experience. In addition, he must hold an appropriate supervisory (administrative) certificate when such is required by state statute or by the state plan.

4.83 Assistants in charge of curriculum, instruction, and general administration (as required in Standard 2.82) shall have at least the master's degree including training in secondary school administration, supervision, curriculum, and guidance. Other administrative assistants shall have preparation or experience appropriate to their responsibilities. It is desirable that all assistants be acquainted with the field of occupational education through preparation or work experience.

4.84 Either the administrative head or an assistant administrator whose chief responsibility is for the occupational training program shall have had two years of successful occupational teaching experience.

4.85 District occupational school supervisors working in such areas as curriculum and instruction, testing, special education, speech, music, library, and vocational education shall hold a master's degree with major preparation in the fields in which they are serving.

Progress Criteria

. . . The faculty members are assigned to teach only in their major fields of preparation.

- The school system is making efforts to strengthen continually its professional staff through a professional growth program which reimburses faculty members for advanced occupational and professional training, curriculum work, and travel to improve their experiences or to observe innovations being tried in other schools.
- Paraprofessional personnel are provided to relieve teachers of nonteaching duties. Every teacher has regular access to clerical or secretarial help for those routine tasks which can be handled satisfactorily by subprofessional help.
- The governing board has adopted the policy of requiring teachers to earn the baccalaureate degree or 30 semester hours of graduate credit within a reasonable period of time. The provisions of this policy become a part of every teacher's original contract at the time of employment and require that work in the teacher's major teaching field be included in the college program.
- The superintendent and personnel in school administrative positions prior to 1972 have completed or are in the process of completing a program of advanced professional preparation.
- Various levels of teacher ability are recognized, such as master, regular, and beginning teachers, and appropriate assignments are given each type.
- The ratio of students to teachers and other professional staff members in the school is less than 18 to 1.
- Persons responsible for media programs represent a balanced team of persons trained in curriculum, audiovisual education, and library science, including master's degrees in these specialized areas.
- Instruction in remedial and developmental reading is provided for all students to help overcome deficiencies in their reading skills and to improve their general level of reading ability. English teachers' training includes preparation in reading, and/or specially trained personnel are provided.

STANDARD V: INSTRUCTIONAL MATERIALS AND EQUIPMENT

The equipment and materials used in occupational education programs shall be of such quality and quantity as to provide the realistic experience necessary to develop skill competencies in specific occupations/occupational clusters.

5.1 The existing equipment and materials used in occupational education programs shall be reviewed periodically and evaluated for suitable student experiences based on current and projected occupational use. The equipment and materials used must be endorsed by the occupational advisory committee in that area of instruction.

5.2 Equipment and materials shall be available in sufficient quantities to permit adequate skill development by students.

5.3 Equipment shall be well maintained and operable for students to have appropriate instruction at the proper time.

5.4 Adequate safety factors and procedures shall be considered in the acquisition and shall be followed in the use of equipment.

5.5 An appropriate schedule for the replacement of equipment shall be established and maintained.

5.6 Provision shall be made for disposal or transfer of instructional equipment no longer in use in the educational program.

STANDARD VI: EXTRA-CLASSROOM ACTIVITIES

Each member school shall maintain a diversified and balanced program of extra-classroom activities—whenever appropriate—designed to make a positive contribution to the educational development of students. Efforts shall be made to foster an appropriate intellectual, cultural, and social climate; promote growth in student leadership and social interaction skills; and encourage special student interests.

6.1 A well-balanced program provides opportunity for student participation in a variety of activities including special interest clubs, physical activities, student government, and cultural affairs. Efforts shall be made to prevent domination of activities by a few students, and each sponsored activity shall serve valid educational and occupational purposes.

6.2 The administration and supervision of all school-sponsored activities shall be delegated by the governing board to the administration and faculty. All such activities shall be provided with qualified sponsors who are employees of the school or non-employees who have been approved by the appropriate administrator in authority.

6.3 Participation and membership in activities shall be governed by principles and policies that encourage wide participation. The activities program shall provide a means for increasing student leadership abilities, encouraging special interests and skills, and providing opportunities for giving students a voice in governing appropriate aspects of school affairs.

6.4 The State NCA Committee shall provide final interpretation of the activities standards, but may rely on existing state organizations for guidelines where such groups assume a responsibility for controlling a unified and balanced extra-classroom or extra-laboratory program.

Student participation in contests and activities on a national level (defined as involving more than six states) will not be approved by the North Central Association unless the event appears on the approved list annually published in the *Bulletin* of the National Association of Secondary School Principals. Student participation in contests and activities involving fewer than seven states will not be approved unless sanction is given annually by the organization recognized by the State Committee in each of the participating states.

Where no other state organization has been designated for control of certain activities, the State Committee of the North Central Association shall formulate regulations to be followed by member schools in its state.

Note: This criterion does not apply to trips taken on weekends or holidays. Nor does it apply to those trips with obvious educational value where no commercial sponsorship is involved and excessive time is not spent on fund-raising activities.

6.5 The quality of the educational program shall be protected from influences of questionable educational value, including commercially sponsored events or contests. The school administrator shall make the decision on participation based on the contribution made by an activity to important educational occupational objectives of the school, and on interpretation of board policy.

Time involved for students and teachers in preparation for and participation in contests and activities shall not infringe on the regular school day nor upon on-going learning. Requests for participation in activities that are excessively disruptive of the daily schedule, of job placement, or of on-going learning shall be denied.

Interpretation: The standards are intended to protect the regular instructional program of member schools. Therefore, student activities which take place outside of the regular school year are not embraced by the accreditation standards of the Commission. However, the Commission on Secondary Schools deplores the use of students and school organizations for commercial advertising and promotional purposes whenever they occur and urges member schools to resist pressure to participate in these events.

Progress Criteria

. . . Governing boards appropriate funds needed for important extra-classroom activities rather than having students engage in time-consuming fund-raising activities.

. . . Elimination or reduction of mid-week athletic contests has been accomplished.

STANDARD VII: STUDENT PERSONNEL SERVICES

Balanced and comprehensive student personnel services shall be provided for all students, particularly for those unable to gain maximum benefit from usual school experiences without specialized educational programs. In combination with its participating schools, the occupational secondary school shall provide the guidance personnel, facilities, and materials required to meet satisfactorily the specialized needs of its students.

Interests and Needs Inventories

7.10 In cooperation with the other schools or districts within its area, the occupational secondary school shall conduct on a regular basis an inventory of the occupational needs and interests of its potential students.

7.11 In cooperation with the other schools or districts within its area, the occupational secondary school shall conduct on a regular basis an inventory and diagnosis of the students who have physical, social-emotional, mental, and academic characteristics requiring specialized educational programs, and shall make the appropriate provisions for their most effective occupational education.

School Health Services

7.20 A full or part-time registered nurse shall be available to coordinate an identification, referral, and follow-up program for pupils with health problems.

7.21 The school's health program shall include maintenance of complete health records at the home school and the provision of adequate facilities and necessary equipment for good health services.

Guidance Services

7.30 Each member school shall provide organized guidance services to give supplementary aid in the solution of students' educational, vocational, social, civic, and personal problems.

7.31 Each member school shall be expected to provide the necessary facilities, clerical help, and materials for effective implementation of guidance and counseling services.

7.32 Adequate and appropriate space affording privacy for counseling shall be provided.

7.33 The guidance services shall supplement those provisions available in the participating schools for counseling, appraisal, staff consulting, educational and occupational planning, and follow-up activities.

7.34 The member occupational secondary school shall provide qualified guidance counselors at a ratio of one counselor for each 450 students (full-time equivalency), with no school having less than a half-time counselor.

Occupational secondary schools are encouraged to try a variety of approaches to guidance services, including individual school ratio adjustments. They may use counselors, supportive personnel, and teachers. Instructors with occupational backgrounds can serve in a valuable occupational counselor role.

Such plans for organizational variations shall be submitted to the State Committee for its approval.

Occupational Education for Special Students

7.40 Occupational education instruction and services shall be available to meet the requirements of disadvantaged and handicapped students whose occupational education needs cannot be met successfully through regular instruction. Programs and services shall be available for students with exceptional needs to overcome economic, educational, mental, physical, or social limitations. Special knowledge concerning the needs and potentialities of these students shall be translated to prospective employers.

Placement Services

7.50 The school shall provide a carefully defined student and graduate placement service, with a competent placement officer in charge. Instructors shall assist in the placement of their students, under the general direction of the placement officer.

Progress Criteria

. . . A counselor pupil ratio of 1 to 300 is maintained to accomplish the purposes of the guidance program, or other organizational approaches have been developed to assure provision of individualized assistance as needed.

. . . The services of a certificated school psychologist are available to conduct psycho-educational evaluations of students referred because of learning and social-emotional problems.

. . . Each member school annually requires health examinations of all students enrolled.

STANDARD VIII: INSTITUTIONAL ADAPTABILITY

A member occupational secondary school shall be so organized as to provide maximum opportunities in occupational education for its students at a reasonable cost. The school should be close enough to the student's home so that he might take advantage of the opportunity without undue sacrifice. The school shall foster experimentation and innovation designed to adapt the institution effectively to changing conditions and objectives in occupational education, relating program performance to meeting the needs of the students enrolled in each of the following areas:

Occupational Orientation: Programs in which the purpose, content, and methods are directed toward making the student occupational and career conscious. (The member school should encourage the development of occupational information programs in its contributing elementary and secondary schools.)

Occupational Exploration: Programs designed to familiarize students with various occupations, the special skills required for them, and the training requisites. These programs shall be directed towards assisting the student to make a meaningful career choice.

Skill Development (Technical and Vocational Preparatory): Programs designed to prepare occupational secondary students for advanced or more highly skilled post-secondary vocational-technical education or training.

Skill Development (Job Proficiency Training): Programs designed to prepare students to enter employment upon completion of the courses.

8.1 Occupational Administrative Head: The occupational administrative head shall be provided with the authority necessary to keep his school responsive to established objectives and to changing conditions, and he shall function to stimulate inquiry and provide leadership in accomplishing school improvement.

8.2 Funds: An appropriate amount of money shall be budgeted for research and development activity within the occupational school, its participating system, and between school systems, where applicable. Faculty members shall be encouraged to engage in local experimental efforts designed to improve their programs and student performance, thus meeting more fully the occupational objectives required in realistic job placement.

8.3 Communication: Administrators and teachers of the occupational school shall be given the opportunity to observe innovative efforts in other occupational schools and to discuss these with their colleagues engaged in similar endeavors. Administrators and teachers shall be given the opportunity for work exchange programs with business, industry, and government in various occupational areas to increase their own occupational skill development.

8.4 Organization: The school shall conduct a systematic assessment of changing manpower requirements and curriculum objectives for the purpose of planning and implementing those local adaptations needed to respond to the labor market and to the needs, interests, and abilities of the students to be served. This should be a joint effort of the administration and the teachers.

8.5 Occupational Research Recognition: The occupational schools shall pay heed to the trends noted by occupational researchers as to new product and process developments, for these are the earliest indicators of need for modified training in occupational schools.

8.6 Advisory Committees: The occupational secondary school shall provide for an effectively organized and functioning advisory committee, including representatives from business, labor, industry, and the professions, to help guide the curriculum and program development in each program area. (Where there are several occupational secondary schools in the district, these advisory committees may be district-wide.)

8.7 Accountability: The school shall place in appropriate occupational positions a reasonable number of students who have completed their programs and are available for employment. Prevailing conditions such as job market, type of student, location of the school, etc., will determine what comprises a reasonable number.

Progress Criteria

. . . A minimum of 2 percent of the total operating budget, exclusive of capital outlay, is appropriated annually for research, development, and follow-up activity, so as to reduce the time lag between new knowledge and school practice.

. . . Studies are conducted periodically to determine how well such factors as a schedule, supervised work ex-

perience, supplementary instructional services, and curricular materials in use provide for effective occupational education.

. . . The school experiments with new ways of organizing for learning, new curriculum, and new technology, and remains abreast of new practices in other occupational schools.

. . . A program and development specialist is employed to analyze and project social, economic, and educational data, relating these to the school's instruction and programs so as to help it adapt readily to changes in society and in the world of work. The continuous evaluation of the program is one of the prime responsibilities of this specialist.

STANDARD IX: INSTRUCTIONAL MEDIA PROGRAM

(Library, Audio-Visual, and Instructional Materials)

A coordinated instructional media program shall be organized so as to make accessible a wide range of media to instructors and students. In addition to receiving, storing, retrieving, and displaying information in various forms in a mediated learning center and at other locations such as classrooms and laboratories, the center shall make available equipment and personnel for the production of a wide range of media. The program shall be developed in such a way as to support instruction through appropriate facilities and through professionally and technically prepared staff.

9.1 *Print Materials Collection.* A sufficient collection of books exclusive of the adopted texts and appropriate for the school's instructional needs shall be provided in the immediate instructional area of each occupational program taught in the school. A central library shall support the decentralized print-resource areas, but may not be considered a substitute for them.

9.2 *Instructional Materials Center.* The center shall be attractive, easily accessible, well-lighted, appropriately equipped, and spacious enough to accommodate a sufficient proportion of the school's enrollment at learning stations.

Teachers and students should have maximum access to filmstrips, 8 mm. films, video tapes, teacher-prepared slides, closed circuit television, automated individualized instruction (programmed materials), and any additional present or future means of enhancing instruction through mediated learning. All occupational secondary school members are encouraged to give top priority to the orderly development of a full-mediated learning center.

9.3 *Professional Media Personnel.* Member schools shall employ a professionally prepared individual as learning center coordinator. When the school enrollment exceeds 500 students (full-time equivalency), a full-time coordinator shall be employed.

The professional staff shall provide such services as instructing students in the use of the media center, assisting teachers in locating and utilizing resources, and the production of graphic and other materials.

9.4 *Clerical Help.* In order to permit media specialists to perform essential services to teachers and students, sufficient technical and clerical help shall be provided.

9.5 *Media Program Expenditures.* The annual expenditures for all media shall be adequate to meet the instructional and learning needs of the school.

9.6 *Media Selection Policy.* The school administrator, media staff, and instructional staff shall be responsible for the development of a policy for the selection and evaluation of all instructional materials to be utilized by the instructional materials center. This policy should have board approval.

9.7 *Classroom Instructional Materials and Equipment.* Adequate and appropriate types of teaching and learning materials and equipment for all areas of the school program shall be provided in the amount and type needed, placed in appropriate locations, to accomplish the stated instructional objectives.

9.8 *Record-Keeping.* Records of acquisition, classification, cataloging, circulation, and financing shall be accurate and up-to-date. An alphabetically arranged card catalog, utilizing a functional classification system, shall be maintained.

Progress Criteria

. . . Media staff members are provided with sufficient technical assistance to perform adequately their duties in such a way as to maximize services to students and instructors.

. . . Independent study carrels are provided for a substantial number of students.

. . . Careful study is made of advances in electronic learning devices and appropriate efforts are made to incorporate them into the mediated learning center. A modern information retrieval system should be an important objective of the media staff, instructional staff, and administration.

. . . Instructors are encouraged to visit the mediated learning center on a regular basis for the purpose of fostering better coordination as it relates to their respective occupational educational program.

. . . A faculty advisory committee has been appointed to extend the services and utilization of the mediated learning center and to help evaluate its effectiveness.

STANDARD X: FINANCIAL SUPPORT AND CONTROL

The school community shall provide financial support in sufficient amount to maintain high standards in staff, facilities, and materials needed to accomplish the school's purposes.

10.1 Sufficient per pupil expenditures shall be provided annually to insure that the Association's standards are met or exceeded, and these shall compare favorably with other accredited occupational secondary schools in the region. In deciding whether or not a reasonable financial effort is being made, consideration shall be given to such factors as per capita income and assessed valuation, along with the tax rate and per pupil expenditure for instructional purposes.

10.2 The budget shall include adequate funds for the necessary amortization of equipment within a reasonable period of time.

10.3 Proper budgetary procedures shall be followed in accounting for school funds; adequate safekeeping shall be provided; and the accounts shall be audited annually, or as provided by state law.

10.4 Membership in the Association shall not be maintained when it is evident that this is being done at the expense of other schools in the district. In systems with multiple high schools, resources shall be allocated appropriately among the schools according to the best interests of the students involved.

Progress Criteria

. . . The cost-effectiveness of the various components of the program is computed, and the information is used in determining subsequent resource allocations and program decisions.

STANDARD XI: SCHOOL FACILITIES

The occupational secondary school shall be so located and constructed as to provide the appropriate setting for the development and successful operation of a program which affords desirable occupational secondary education for all people desiring such training, regardless of age. The site, the building, and all operations shall assure that the health and safety of those served by the school are properly safeguarded.

Site

11.10 Accessibility: The site shall be so located as to be readily accessible to the student population served by the school. A safe, convenient approach to the site with provision for smooth in-and-out traffic patterns for vehicles and pedestrians shall be provided. The school should be accessible by public transportation.

11.11 Environment: The site shall be located in clean, quiet surroundings, as free as possible from undesirable environmental conditions.

11.12 Size: The site shall be of adequate size to provide for the needed instructional facilities, outdoor facilities, and parking areas. The site should be large enough to permit future controlled expansion.

Physical Facilities

11.20 Space: Adequate space shall be available in the school complex to meet fully curricular and enrollment needs.

11.21 Office Space: Adequate office space shall be provided for the administrative and special services of the school.

11.22 Storage: Adequate storage shall be provided for the special needs of contemporary occupation programs.

11.23 Flexibility: The facility shall be so designed as to provide structural flexibility to accommodate existing and future programs.

11.24 Expansibility: The facility shall be so designed as to provide for future expansion to meet growing student enrollments and new program requirements.

11.25 Design: The facility shall be of a functional design with a satisfactory balance between aesthetic values and the practical needs of occupational education.

Note

The State Committee may modify these site and physical facility standards for buildings erected prior to 1974.

Operation and Maintenance

11.30 Operation: Recognized standards and legal requirements for heating, ventilation, temperature control, and illumination shall be observed.

11.31 Cleanliness: The building shall be clean, attractive, and in good repair so as to accommodate the instructional program.

Safety

11.40 Safety Precautions: Proper precautions shall be taken to protect students and employed personnel from injuries in the occupational laboratories in all other parts of the building. All power machinery in the school shall be equipped with protective guards.

11.41 Safety Procedures: The school shall establish in writing full safety and accident procedures, including emergency procedures.

11.42 Inspections: There shall be regular inspections for fire safety by official fire and police inspectors. All legal requirements for fire safety shall be observed, and fire drills shall be required in accordance with the state law and local ordinances. An adequate number of regularly inspected fire extinguishers shall be available and clearly designated throughout the buildings and in the occupational laboratories.

Progress Criteria

. . . Flexibility is provided for large and small group instruction, various learning activities, and to accommodate program changes.

. . . Students are provided with individual study areas which afford privacy and encourage independent study.

. . . Wiring and construction provide for possible increased use of electronic devices such as television, automated instruction, and other information retrieval devices which aid the learning process.

. . . Office space for all teachers is provided.

STANDARD XII: EVALUATION

To obtain information for use in improving the occupational education program, services, and activities, each member occupational school shall make a planned and continuous evaluation of the effectiveness of its program in accomplishing the objectives and outcomes upon which its staff and board have agreed. Continuous evaluation shall often be made of the occupational school's long-range and annual program plans, as coordinated with those of the participating schools. Analysis of program effectiveness shall include study of the inter-relationships of student characteristics, the educational process and student performance on the job after completion of the program.

Periodic Evaluations

12.1 Comprehensive Evaluation: A thorough evaluation of all aspects of the occupational school's program shall be carried out at least once each seven-year cycle. This shall include an analysis of the management and utilization of existing facilities and resources, finances, instructional program, student services, and community services. The evaluation shall involve all staff on a self-study basis. The self-study shall be followed by an evaluation by an NCA team which will consult with the school in recommending needed improvements.

Note:

The team for the evaluation of an occupational secondary school should include sufficient personnel occupationally and educationally competent to assess every aspect and occupational area of the school's program.

Continuous Evaluations

12.2 Data Collection System: A member school shall maintain a system of data collection that will afford evidence as to the effectiveness of the school.

In addition to those noted under 12.1, the following kinds of information are regarded as useful in program planning and shall be given consideration as the continuous evaluation system is developed:

Student Characteristics: Analysis of the economic, educational, mental, physical, and social characteristics of the students of the school.

Labor Markets To Be Served: An analysis of current and emergent employment needs, as the basis for those program modifications in the occupational school that will provide the trained manpower to meet changing labor market requirements.

Financial Ability: Analysis of the fiscal ability of the occupational school to provide the resources necessary to meet fully the occupational education needs in the communities served.

Individual Program Cost Effectiveness: An analysis of the per student costs of each individual program. When correlated with data concerning student performance on the job, this information is to be used to increase the efficiency and effectiveness of the school's occupational curriculum.

Achievement: Analysis of the achievement levels of students to determine the extent to which instructional objectives are being achieved.

Student Attitudes: Inquiry into perceptions held by students as to the adequacy of various aspects of their school experiences and their attitudes towards learning and work.

Staff Morale: Studies of those factors which tend to enhance or to reduce teacher effectiveness. Because of the crucial impact of teacher morale on teaching effectiveness, the school should identify those factors that either foster or impair sound staff morale.

Parents' Views: Information on expectations of school patrons and their attitudes on important school and curriculum matters and on work careers for their children.

Participating Schools: Studies of the reactions of the professional staffs in the participating schools to the contributions being made by the occupational secondary school.

Advisory Committee's Recommendations: Careful studies of the practical experience inputs, the recommendations, and the suggestions of the various advisory committees and their role in program modifications.

12.3 *Follow-Up Studies of Graduates or Trainees:* A member school shall conduct follow-up studies of its graduates and those who leave for early employment to determine their present job placements and to obtain their assessment of the effectiveness of their occupational school education. Efforts shall be made to maintain contact in succeeding years for similar purposes.

12.4 *Drop-Out Studies:* A member occupational school shall conduct studies among its school drop-outs to determine reasons for their severance from school. This information shall be used to better adapt the

program of the school to the needs and interests of such students.

12.5 *Surveys of On-the-Job Supervisors:* A member occupational school shall conduct systematic surveys of opinions of the on-the-job supervisors of the school's students and graduates, to evaluate the adequacy of the initial training the students have received.

Progress Criteria

. . The school periodically conducts, in cooperation with its participating schools, studies among all school drop-outs to see if the occupational school should and could be providing additional services for this group.

STANDARD XIII: ADULT EDUCATION

The changing social and technological climate of our society mandates high levels of understanding and technical skill for many of our people. Since educational experiences which are meaningful in the regular secondary school program are not always suited to the needs of adults, the North Central Association endorses and encourages the development of adult learning opportunities in occupational secondary schools to accomplish and maintain occupational competency and other desirable adult educational goals within the limits prescribed by local governing boards and the state plan.

A. Diploma Completion Programs for Adults

The following standards are applicable and available to those occupational secondary schools in which the adult program is an extension of a regularly accredited school program. Regardless of organization, the school offering an adult occupational education program for diploma completion shall meet these standards.

Adult Students

13.01 Enrollment in adult diploma completion programs in accredited occupational secondary schools may be extended to persons 17 years of age or older who are not enrolled in a regular day school program. Students under the age of 17 years may be admitted upon approval of their present or previous high school principal or other authorized school official.

Curriculum and Schedule

13.10 The adult diploma completion program shall approximate the local basic distribution of courses required for graduation. However, the program shall also encompass characteristics consistent with the more mature needs, interests, opportunities, and responsibilities of adults. Courses of study shall reflect in depth and content the intellectual, social, vocational, and emotional experiences of mature adults.

13.11 Adult diploma completion programs shall offer a flexible program of studies based on daily, weekly, and semester schedules which best fit the educational and occupational needs of the adult students. Special care should be taken to minimize conflicts with work schedules, family responsibilities, and similar obligations of adults.

13.12 Advisory committees with special knowledge of adult needs and adult industrial requirements shall advise on curriculum development.

Awarding of Credit

13.20 A unit of credit in an occupational diploma completion program shall be awarded for knowledge, skill, or competency equal to that required to earn credit in an equivalent course in a regular accredited occupational secondary school.

13.21 In addition to credits previously earned and documented by transcripts at grade nine or higher, special means for granting credit as described in Standard 2.71 shall apply equally to adult diploma completion programs.

13.22 A maximum of four units may be granted in adult diploma completion programs for documented state registered trade apprenticeship programs or other evidence of successful vocational learning or achievement.

13.23 As many as one unit per semester up to a total of four units may be awarded for regular employment in cooperative work-study programs supervised or taught by vocationally certified teacher-coordinators.

Credit and Registration Requirements for Graduation

13.30 Graduation requirements for adult occupational secondary school diploma-completion programs shall be the same as those set forth in Standard 2.70, except that no adult student may graduate until a minimum of two units has been earned in registration in the diploma completion program.

Professional Staff

13.40 The regulations and the requirements for professional staff shall be the same as those set forth in Standard IV, except that for noncredit courses the qualifications of teachers shall be subject to the discretion of the local governing board.

Counseling and Library Services

13.50 Adult occupational schools shall provide adequate counseling services for the effective formulation of realistic individual programs of study for its adult students.

13.51 Library facilities and privileges shall be made available to adult students in the diploma completion program in occupational secondary schools. Library materials shall be assigned to each occupational laboratory as needed.

Annual Report

13.60 The school administrator of an occupational secondary school maintaining an adult diploma completion program shall make an annual report of that program in accordance with these standards.

B. Adult Occupational Education

In the rapidly changing commercial and industrial world, new processes, materials, techniques, and skill requirements are developed daily. Adult occupational education must provide that phase of total occupational education related to promoting gainful employment. This would meet the needs of those unemployed, untrained, and underemployed adults who desire to retrain and upgrade their occupational skills.

This section of the total educational program shall be operated within the philosophy and under the administration of the local occupational education authority, within the terms of state guidelines and the state plan for vocational-technical education.

Definition of the Adult Occupational Student

13.70 Any individual over 17 not enrolled in a regular day secondary school program who desires and can benefit from adult occupational training may be admitted.

Adult Occupational Curriculum

13.71 The adult occupational curriculum shall provide the skills and related information needed by workers in the various occupational areas.

13.72 Occupational theory shall be closely related to the skills required in the occupation.

13.73 Advisory committees shall be used to aid in promoting, establishing, maintaining, and continuously evaluating the programs.

13.74 Evidence of ongoing curriculum planning shall be on file in the school.

Schedule

13.75 The occupational secondary school shall offer a flexible schedule for adult occupational education which best fits the needs of its adult students. Special care should be taken to minimize conflicts with work schedules, family responsibilities, and other adult obligations.

Awarding of Credit

13.76 A coordinated effort shall be made between the adult occupational program and the adult diploma completion program in the issuance of high school credit, where this is applicable.

Instructional Staff

13.77 Instructors shall comply with state certification procedures and standards as outlined in the state plan for occupational education.

13.78 The instructors shall have occupational competence, as evidenced through successful wage-earning experiences in the occupational areas of their instruction.

Recognition of Occupational Competency

13.80 At the completion of the student's program, proper recognition of occupational competency shall be made by a certificate or other appropriate means.

13.81 Appropriate records of adult student course work and achievement shall be maintained on file in the school.

Ancillary Services

13.82 Adequate occupational counseling and guidance services shall be available to adult occupational students as needed.

Instructional Media

13.83 Adequate varied-media reference materials for instruction and learning shall be readily accessible to students and instructors.

Placement

13.84 Adequate job placement services shall be provided for trained adult occupational students. These services should be coordinated with the other job placement efforts of the school.

Section C—AMENDMENT PROCEDURES

1. A proposed amendment to the *Policies and Standards for the Approval of Occupational Secondary Schools* may be submitted to the State Committee provided six member occupational school principals in the state sign the petition specifying the particular amendment.
2. A State Committee may, if it so desires, initiate specific amendments on its own.
3. The State Committee shall pass the petition of amendment to the Administrative Committee at its December meeting, accompanied by one of these three recommendations:
   a. Endorsed
   b. Not Endorsed
   c. On Its Merits (No Recommendation)
4. At its December meeting, the Administrative Committee shall consider the proposed amendment, affixing to it one of the three recommendations above.
5. The Administrative Committee may initiate specific amendments of its own at its December meeting.
6. After the December meeting, the Executive Secretary shall notify each member of the Commission on Secondary Schools of all the proposed amendments (and the various recommendations accompanying them) that are to be submitted to the Commission on Secondary Schools at the forthcoming Annual Meeting. This notification shall be made at least one month prior to the Annual Meeting.
7. Each proposed amendment, along with the recommendations of the State Committee and the Administrative Committee, is to be submitted to the Commission on Secondary Schools at its Annual Business Meeting. The Commission may by a simple majority vote take one of five actions:
   a. Adopt the amendment as submitted.
   b. Reject the amendment as submitted.
   c. Amend the proposal, then adopt it as amended.
   d. Defer action until the next Annual Business Meeting.
   e. Submit the proposed amendment to an advisory referendum vote of the membership. Formal action then would be taken by the Commission at the next Annual Business Meeting.
8. A proposal for the substantive revision (extensive reformulation) of these Policies and Standards must first be recommended by the Administrative Committee, then affirmed by the Commission on Secondary Schools.

Section D—APPEALS PROCEDURES

(These procedures for appeals were adopted by the Commission on Secondary Schools on March 29, 1971 as part of its general policy statement on due process.)

I. Appeals by Member Schools

A member school is accorded the right to appear before its State Committee or the Commission on Secondary Schools to contest any recommendation or decision for its disaccreditation.

The procedures to be followed are:

A. Appeal from the Decision of the State Committee to Recommend Disaccreditation

1. The school is to be notified in writing of the proposed recommendation for disaccreditation and the reasons for that recommendation at least three weeks prior to the Annual Business Meeting of the Commission on Secondary Schools.

2. The school may request to have its representative(s) appear before the State Committee, or a subcommittee thereof authorized to act on behalf of the State Committee, to lodge an appeal or to submit additional evidence. This meeting must be held at least one week prior to the Annual Business Meeting.

3. A school wishing to contest the State Committee's decision beyond this point may make application to the Executive Secretary of the Commission on Secondary Schools to have its representative(s) appear before the Commission when the status of the school is being considered at the Annual Business Meeting. The intention of the school to make this appeal must be submitted in writing to the Executive Secretary no less than forty-eight hours before the session of the Annual Business Meeting at which the accreditation of schools is to be considered.

B. Appeal from a Decision of the Commission on Secondary Schools to Disaccredit the School

1. The present procedures for requesting reconsideration by the Board of Directors for cases of alleged departure from established procedures, bias, injustice, or for the presentation of evidence not originally offered at the

time of the consideration of the accreditation of the school shall remain in full effect. (See III below.)

2. A school may also appeal to the Commission on Secondary Schools the decision to disaccredit the school. This appeal can be made on the grounds of misapplication of membership standards, reconsideration of the quality of the school as justification for its continued membership in the NCA, or for any other reasons apart from those justifying an appeal directly to the Board of Directors.

3. The appeal shall be filed with the Executive Secretary of the Commission on Secondary Schools not less than ten nor more than thirty days after the Annual Meeting.

4. The appeal shall state the specific reasons for seeking a reversal of the decision to disaccredit.

5. A panel of three impartial educators shall be selected in this manner: (a) one by the Administrative Committee of the Commission on Secondary Schools; (b) one by the NCA Board of Directors; (c) one by the State Committee.

   Efforts shall be made to enlist the services of respected secondary school educators who are knowledgeable about NCA accreditation but who are not immediately involved with NCA activities in any elected or appointed post at either the state or the regional level.

6. The administration of the school may veto the selections made by the Administrative Committee and/or the State Committee, but it may not nominate panelists of its own.

7. The expenses of the panel members are to be borne in this ratio: two-thirds by the appellant school and one-third by the Commission on Secondary Schools. No honoraria nor fees are to be given the panel members.

8. The panel shall hold a hearing within three weeks of the time the appeal is filed, at which hearing the school may plead its case and submit whatever additional evidence it wishes.

9. The recommendation of the panel is to be submitted to the Administrative Committee at its June meeting, at which time the State

Chairman and representatives from the school may be present.

10. The Administrative Committee is to reach a decision on the appeal at its June meeting. That decision shall determine the appellant school's accreditation status for the school year, as far as the Commission on Secondary Schools is concerned.

This procedure will exhaust the procedural relief offered a member school faced with disaccreditation, as far as the Commission on Secondary Schools is involved.

II. Appeal by a Non-Member School Denied NCA Membership

A non-member school may appeal the decision to reject its application for membership by following these procedures:

A. Appeal from the Negative Recommendation of a State Committee

1. The school is to be notified in writing of the State Committee's intention not to recommend accreditation and the specific reasons for this rejection of its membership application at least three weeks prior to the Annual Business Meeting of the Commission on Secondary Schools.

2. The school may request to have its representative(s) appear before the State Committee, or a subcommittee thereof authorized to act on behalf of the State Committee, to present its case. This hearing must be conducted at least one week prior to the Annual Business Meeting.

3. If the applying school requests, its application, along with the State Committee's recommendation for rejection and the reasons therefor, is to be submitted to the reviewing committee process at the Annual Meeting, then presented to the Commission on Secondary Schools for its action.

4. The applying school is entitled to have its representative(s) appear before the Commission on Secondary Schools to argue its brief prior to formal action by the Commission. The request of the school for time on the agenda of the Annual Business Meeting to

present its case must be filed with the Executive Secretary of the Commission on Secondary Schools at least forty-eight hours before the session of the Annual Business Meeting at which the application of the school for membership is to be acted upon.

B. Appeal from a Negative Decision of the Commission on Secondary Schools

A school may appeal a rejection of its membership application by the Commission on Secondary Schools on the basis of alleged departure from established procedures, bias, injustice, misapplication of membership standards, or for the presentation of additional evidence relating to its eligibility for NCA membership.

1. The appeal shall be filed with the Executive Secretary of the Commission on Secondary Schools not less than ten nor more than thirty days after the Annual Meeting.
2. The appeal shall state specifically the reasons for seeking a reversal of the rejection of the application for membership.
3. A panel of three impartial educators shall be selected in this manner: (a) one by the Administrative Committee of the Commission on Secondary Schools; (b) one by the NCA Board of Directors; (c) one by the State Committee.

   Efforts shall be made to enlist the services of respected secondary school educators who are knowledgeable about NCA accreditation but who are not immediately involved in NCA activities in any elected or appointed post at either the state or regional level.
4. The administration of the appellant school shall have no power of veto over these selections.
5. The expenses of the panelists are to be borne fully by the appellant school, but the panelists are not to receive honoraria or fees.
6. The panel must hold a hearing within three weeks of the time the appeal is filed, at which hearing the school may present its case and submit whatever additional information it wishes.
7. The recommendation of the panel is to be submitted to the Administrative Committee at

its June meeting, at which time the State Chairman and representatives from the school may be present.

8. The Administrative Committee's decision, to be reached at that June meeting, shall be final for that school year, as far as the Commission on Secondary Schools is concerned.

9. No appeal of a school applying for membership may be submitted to the Board of Directors, since only member schools may have access to the Board.

III. Requests to the Board of Directors for Reconsideration of Decisions of the Association

A member school has the right to present a request for reconsideration of the classification given to it by the action of the State Committee and the Commission on Secondary Schools. If a school so desires, it should submit a written request, signed by the administrative head of the school and the president of the governing board, to the Executive Secretary of the Association. The exact procedure follows:

1. Requests for reconsideration of decisions of the Association shall be filed with the Executive Secretary of the Association not sooner than 10 days and not more than 30 days following the meeting at which the decisions were made and shall represent official action of the governing bodies of the institutions concerned. The basis for such requests for reconsideration shall be alleged bias, injustice, departure from established procedures, or factual error of sufficient magnitude to warrant reconsideration of the decision. Such allegations shall be supported by evidence in writing, submitted by the institution making the request.

2. The Executive Secretary of the Association shall transmit a request for reconsideration to the Executive Secretary of the Secondary Commission who shall submit the request to the Administrative Committee.

3. The Administrative Committee, or a committee appointed by the Chairman to report its findings to the Administrative Committee, shall consider the allegations of bias, injustice, departure from established procedure, or factual error of sufficient magnitude to warrant reconsideration of the decision, and shall study the evidence submitted in writing by the school. The Administrative Com-

mittee shall then submit to the Board of Directors of the Association its report and recommendations together with the allegations and the evidence received from the school. Thereupon the Board of Directors of the Association having considered the allegations, the supporting evidence, and the recommendations of the Administrative Committee, shall take final action on the request for reconsideration.

Section E—ORGANIZATION AND PROCEDURES

I. Published List of Accredited Schools

A list by states of all occupational secondary schools accredited by the North Central Association of Colleges and Secondary Schools shall be published annually in the summer issue of the North Central Association *Quarterly*.

II. State Committee Organization and Functions

1. The State Committees shall consist of:

   a. A member of the college or school of education in the state university who has an assignment in secondary administration, curriculum, or supervision. However, upon petition by the State Committee to the Administrative Committee, the university representative may be centered in a higher institution other than the state university.

   b. A member of the state department of education who has major responsibility in the area of secondary education, especially curriculum, instruction, or administration.

   c. Administrators from member schools according to the following ratios:

Member Schools in the State	*Number of Administrator Members*	*Total Size*
Under 100 schools	4	6
100–299 schools	5	7
300–499 schools	6	8
Over 500 schools	7	9

   These administrators shall be principals, superintendents, or other administrators (assistant superintendents, directors of secondary education) with primary responsibility for secondary education so long as a majority are principals. They shall be representative of the various enrollment-sized schools and shall be distributed geographically throughout the state.

   When there are six or more member junior high/middle schools in a state, at least one of the administrator members of the State Committee shall be from a junior high or middle

school. This representation shall be exclusive of the total committee size indicated above.

2. The Chairman of the State Committee shall be the representative of either the state university or the state department of public education and shall be selected by a majority vote of the State Committee, subject to the approval of the Board of Directors of the Association. He shall be elected for a term of four years and shall be eligible to succeed himself, but may continue in office only as long as he is a member of the State Committee.

3. An Associate State Chairman for Junior High/Middle Schools may be appointed as a voting member of the State Committee. This appointment shall be in addition to both the total committee size indicated above and the administrator member from a junior high or middle school.

4. The Chairman of the State Committee is the official agent of communication between secondary schools in the state and the Commission on Secondary Schools. He is responsible to the Commission for the distribution, collection, and filing of reports and for such other duties as may be necessary to conduct the business of the Commission. In the event of a vacancy in the chairmanship, the State Committee shall elect a chairman to complete the unexpired term.

III. Occupational School Representation on the Administrative Committee

At the present time, the Administrative Committee may invite a representative of the member occupational schools to sit with it as an advisory member without power of vote. When the total number of member occupational secondary schools within the Commission reaches one hundred, a position shall be added to the Administrative Committee for a person from occupational secondary education to represent those schools.

Note:

In March 1972 the Administrative Committee appointed to that body an occupational school administrator as a non-voting member, Class of 1975.

IV. Assistant State Chairman

State Committees may have an Assistant State Chairman if they desire, but the Rules of Procedure make no provision for such an officer. Such an individual,

if appointed, has no voting status. He may be listed in the *Quarterly* as a member of the State Committee.

V. Interim Authority for the Commission

The interim authority for interpreting Policies and Standards is the Administrative Committee of the Commission on Secondary Schools.

VI. New Schools

When in the judgment of the State Committee an occupational secondary school applying for admission to the North Central Association is of sufficient quality, some minor deviations from the standards will be permitted. The specific deviations, however, shall be reported to the Secondary Commission for its final action at the Annual Business Meeting. This provision applies to occupational schools regardless of their form of organization, if approved by the State Committee.

VII. Consolidated Schools

With the concurrence of the State Committee, a consolidated occupational school may claim continuing membership in the North Central Association provided that at least one of the schools involved in the consolidation was a member of the North Central Association at the time of the consolidation. There must be no break in membership, however. The consolidated occupational school shall be expected to meet all NCA membership standards as fully as would any other member occupational school. The State Committee will determine whether the newly consolidated occupational school must undergo a full-stage evaluation.

VIII. Postponement of an Evaluation to Another Cycle

If a member school is granted a postponement of its evaluation to the next cycle, it must conduct a second evaluation during that cycle to keep it in phase.

IX. Accreditation Under a Different Set of Standards

A member occupational secondary school which wishes to change from these standards to those established for comprehensive high schools must apply anew for membership under those standards. The procedures for handling such an application are to

be determined by the State Committee, which may or may not require the full evaluation process preliminary to membership.

X. Transfer of Professional Personnel

Teachers and other professional personnel in school systems having two or more member high schools who are transferred from one school to another and who have been approved previously by the Commission will continue to be approved by the Commission if they are assigned to the same teaching fields or professional duties. In the case of older teachers who may not have been fully qualified, the administration should encourage them to continue their educational preparation.

XI. Equivalency Certificates Based on General Educational Development Tests

Diplomas or Certificates of Equivalency of High School Graduation will be recognized by the Association only when they are issued by or on the authority of a state department of public instruction. Such diplomas or certificates should not indicate graduation from any particular high school.

XII. Standard Disclaimer Page for Written Evaluation Reports

In an effort to preclude the improper use of Secondary Commission evaluation reports, the following page is to be included in all NCA reports:

Limitations on the Distribution, Use, and Scope of This Document

It is the official intent of the Administrative Committee of the North Central Association Commission on Secondary Schools that this report on the evaluation of the school be considered a privileged document, to be submitted by the State Chairman's office or by the chairman of the evaluation team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rest solely in the hands of those administrators. Neither the chairman nor the other members of the evaluation team are authorized to release any of the information contained in this report without the express approval of the administration of the school.

The prime concern of the evaluation team has been to determine the actual situation as it exists in the

school and not to pass judgment on the professional personnel involved. Hence neither the total report nor any of its subsections is to be considered an appraisal of any individual staff member, but rather an objective description of existing circumstances as they appear to trained and experienced schoolmen.

Moreover, the use of this report as an official assessment of any staff person's professional competency would be in violation of the professional ethics under which a school evaluation is to be conducted. *A fortiori* such a use would be inherently invalid, since at no time during the evaluation process has the evaluation team been concerned with the appraisal of individual school personnel.

The members of the evaluation team have voluntarily placed their professional judgment in balance in arriving at the conclusions reported in this document. They are willing to support the thoughtful evaluations they have made, provided the report is used appropriately. They are not to be held accountable for any injudicious or unauthorized use of this document.

Section F

RULINGS OF THE ADMINISTRATIVE COMMITTEE ON PROBLEMS NOT COVERED BY THE POLICIES AND STANDARDS

I. Experimental Programs

A member occupational school seeking approval for an experiment involving departure from the Policies and Standards shall request that its State Chairman provide the school with a Report of Experimentation Form. The completed form is then to be sent to the State Committee for action. The State Committee, as one of its major functions, shall encourage experimental programs.

II. Graduates of an Institution Prior to Its Accreditation

An individual graduating from a college or university prior to the time of its accreditation is not a graduate of an accredited institution. In order to validate a degree earned at an unaccredited institution, an administrator must enroll in an accredited institution and pursue a recommended program until the master's degree is awarded.

III. Mileage

Travel by car on Commission business may be reimbursed at 10¢ per mile up to 400 miles round trip. For distances over 400 miles, reimbursement will be at the rate of coach air fare. When travel is by any conveyance other than air or rail, no en route expenses will be paid other than coach class air fare.

IV. Proficiency Examinations

A teacher may quality to teach a certain subject by taking and passing a proficiency examination, provided an accredited college or technical school certifies that the teacher has demonstrated competency equal to one having completed the required preparation or as provided by the state plan for occupational education.

V. Remedial Courses

In occupational secondary schools conducting programs for the disadvantaged and the handicapped, the qualification of the teacher is left to the best

judgment of the State Committee in conjunction with the requirements of the state plan for occupational education.

VI. Use of Lay Aides and Paraprofessionals

The use of lay aides and paraprofessionals is encouraged in the occupational secondary school wherever it is legal and appropriate.

VII. Definition of the School Year

The school year, for participation in occupational contests and occupational activities, is officially defined as the calendar during which the occupational school is in session. This includes summer classes, special classes, occupational evening classes, and adult education classes.

GENERAL INFORMATION

Dues for all member schools, as approved by the Association on April 8, 1970 are $75 per annum.

Appendix

NCA REQUIREMENTS FOR TEACHERS IN STANDARD NON-OCCUPATIONAL SUBJECTS

The following teacher preparation requirements are established in the *Policies and Standards for the Approval of Secondary Schools:*

4.1 *Degree and Legal Standards.* All teachers shall hold a baccalaureate degree from an institution accredited by a regional accrediting association, and shall meet the legal standards for teachers in the state in which they are employed. Graduates of non-accredited institutions may have their undergraduate work validated by admittance to graduate standing and completion of a minimum of five semester hours of credit in a regionally accredited graduate college.

4.11 *Graduate Work from Accredited Institutions.* Wherever in these standards a master's degree or graduate work is required, the work must have been taken in a regionally accredited institution. Work in a foreign university will be accepted only if the work is evaluated by the graduate division of a regionally accredited university and is declared the equivalent of similar graduate work in an American institution. The graduate division must also declare that the foreign university is an established and internationally recognized institution.

4.2 *General Preparation.* All teachers shall have at least 30 semester hours of work in general education well distributed over such fields as English, history, social sciences, mathematics, fine arts, languages, sciences, philosophy, religion, and psychology.

4.3 *Professional Preparation.* All teachers shall have had student teaching or served an internship as part of an approved teacher education program in a higher institution accredited by one of the six regional accrediting associations and shall have satisfactorily completed course work in such areas as the learning process, measurement, philosophy, psychology, social foundations, and curriculum totaling at least 18 semester hours. Satisfactory teaching experience may be substituted for the student teaching requirements where state certification permits.

(Interpretation: If teaching experience is offered in lieu of student teaching, up to six hours of professional preparation will be waived, in accordance with the practice prevailing in the specific state and

provided the teacher is fully certificated by the state.)

4.4 *Teaching Fields.* Teachers in the following fields shall have the minimum number of semester hours of credit hereinafter prescribed in order to qualify for teaching assignments in their respective fields.

Teaching Field or Subject:

(A teacher may qualify to teach a certain subject by taking and passing a proficiency examination, provided an accredited college certifies that the teacher has demonstrated competency equal to one having completed the required preparation.)

4.42 ART—24 semester hours in art.

4.44 CORE OR BLOCK-OF-TIME—24 semester hours appropriately distributed among the subjects included in the core or block-of-time.

4.45 ENGLISH—An English teacher shall have at least 24 semester hours in English. These shall include an appropriate distribution of courses in literature and composition. Five semester hours in speech and/or journalism may be counted toward meeting this requirement.

4.46 FOREIGN LANGUAGES—20 semester hours in each foreign language to which a teacher is assigned. One semester hour may be allowed for each unit of high school foreign language, but not to exceed two hours.

4.47 HEALTH—A teacher of health must first qualify under these standards for some specific teaching field and must have at least 8 hours of health-related courses. A full major in health alone (20 semester hours) will qualify a teacher under this requirement.

4.49 HUMANITIES—24 semester hours of courses appropriately distributed among subjects included in the course. Because this course often includes such areas as art, music, literature, philosophy, and social studies, members of a team responsible for the course shall be qualified in the areas they are teaching.

4.51 JOURNALISM—A major in journalism of 24 semester hours or more, or a minimum of five semester hours in journalism plus sufficient additional work in related fields to total at least 24 semester hours.

4.52 MATHEMATICS—20 semester hours of credit in mathematics which need not correspond to high

school courses to which a teacher is assigned. One semester hour may be allowed for each unit of high school mathematics, but not to exceed two hours.

4.53 MUSIC.—24 semester hours in music.

4.54 PHYSICAL EDUCATION.—20 semester hours in physical education.

4.55 READING.—A major in reading of at least 24 semester hours, or a minimum of one course in reading plus sufficient additional work in English and or related fields to total at least 24 semester hours.

4.56 SCIENCE.—24 semester hours in the field of science, appropriately distributed in the subjects to which the teacher is assigned. Teachers of highly specialized elective subjects shall have had training and/or experience sufficient to qualify them for assignment to teach such specialized electives, subject to the approval of the State Committee.

4.57 SOCIAL STUDIES.—24 semester hours in the field of social studies, appropriately distributed in the subjects to which the teacher is assigned. Teachers of highly specialized elective subjects shall have had training and/or experience sufficient to qualify them for assignment to teach such specialized electives, subject to the approval of the State Committee.

4.58 SPEECH.—A major of 24 semester hours or more in speech and dramatic arts or a minimum of eight semester hours in speech plus sufficient additional work in English to total at least 24 semester hours.

STEPS TOWARDS MEMBERSHIP IN THE NCA

The authorities of a school seeking to be accredited by the NCA should follow these steps:

1. See that the desirability of membership is discussed thoroughly by the faculty, the principal, the superintendent, and the board of education.

2. Contact the NCA State Chairman for help and further information. (Names and addresses of State Chairmen are available from the Chicago office of the Commission.)

3. Carefully study the standards under which the school is seeking accreditation. Consider the implications for the school and note and correct any deficiencies the school may have in relation to the standards.

4. Make formal application for membership in NCA, with written approval of the local board of education.

5. Conduct a comprehensive self-study either at the time of application or within two years of initial membership, as required by the State Committee.

6. Undergo an evaluation by a team of educators from outside the school district, chaired by an experienced evaluator appointed by the State Chairman. The evaluation team will submit a written report of its findings to the school and to the State Committee.

7. Be recommended by the State Committee to the Secondary Commission for accreditation and membership in the NCA at the Annual Meeting.

8. If the school meets NCA standards, the Secondary Commission will vote it into membership at that time.

9. Satisfy the stated conditions for continuing membership, by indicating in the annual report the extent to which all standards are being met.

10. Remember that NCA membership simply affirms that the **preconditions** for quality education exist within the school. The quest for better schools for our young people must be an unremitting one.

Other Secondary Commission publications . . .

that may be of interest to you. Free single copies of all except the *NCA Evaluation Guide* are available from the Executive Secretary of the Secondary Commission, 5454 South Shore Drive, Chicago, Illinois 60615.

The NCA Evaluation Guide for Secondary Schools: A Workbook for the Self-Study and the Evaluation Review ($8.00)

Policies and Standards for the Approval of Secondary Schools

Procedures for the Evaluation of Secondary Schools

Policies and Standards for the Approval of Junior High/Middle Schools

Procedures for the Evaluation of Junior High/Middle Schools

Partners in Quality Education—the Junior High School and the North Central Association

Policies and Standards for the Approval of Special Function Non-Public Schools

Policies and Standards for the Approval of Occupational Secondary Schools

A Primer on NCA Accreditation for Secondary Schools: Its Rationale, Its Nature, Its Structure

Leadership for Quality Evaluation: A Manual for Evaluation Team Chairmen

What Behavioral Outcomes Should Our High Schools Stress?

Broad Characteristics Relating to the Quality of a Secondary School

Improving Education Through School Evaluation

Student Questionnaire; Teacher Opinionnaire

Guidelines for the Appraisal of Travel-Study Tours

Know Your North Central; NCA Today

COMMISSION ON SECONDARY SCHOOLS
1972–1973

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ADMINISTRATIVE COMMITTEE

E. B. BENSON, Dean, Culver Military Academy, Culver, Indiana 46511 (1973)

KENNETH A. BERG, Assistant Superintendent, St. Paul Public Schools, Minnesota 55101 (1973) (Representative for Member Schools in Large City Districts)

SIMON PARKER, Superintendent, Hugo Public Schools, Hugo, Oklahoma 74743 (1973)

F. R. WANEK, State Department of Public Instruction, Pierre, South Dakota 57501 (1973)

HAZLETT WITBEN, School of Education, University of Colorado, Boulder, Colorado 80302 (1973) (Board of Directors)

G. SUTHERLAND HAYDEN, Bureau of School Services, University of Michigan, Ann Arbor, Michigan 48103 (1974)

JOSEPH A. MASON, Superintendent, United States Dependents' Schools, European Area, APO New York 09164 (1974)

ALLEN T. SLAGLE, Board of Regents of State Universities, 142 East Gilman, Madison, Wisconsin 53701 (1974) (Representative for NCA State Chairmen)

R. PAUL BRIMM, Department of Education, University of Northern Iowa, Cedar Falls, Iowa 50613 (1975) (Representative for Junior High/Middle Schools)

LESLIE EVANS, Principal, Northland High School, Columbus, Ohio 43224 (1975)

JERRY GERICH, Principal, Grosse Pointe South High School, Grosse Pointe, Michigan 48236 (1975) (Board of Directors)

JOE W. LEMLEY, Principal, Tulsa Area Vocational-Technical School, Tulsa, Oklahoma 74145 (1975) (Representative for Occupational Secondary Schools)

GLEN SHAFER, State Department of Education, 233 South Tenth, Lincoln, Nebraska 68508 (1975)

ALLEN KRUMM, Principal, Del Norte High School, Albuquerque, New Mexico 87109 (1976) (Board of Directors)

North Central Association membership denotes to other educational institutions and the general public that the school has made a commitment to the continued improvement of its program through observance of established standards and periodic participation in the self-study and evaluation process.

Standards 2.90 Through 2.99: Board/Staff Relationships

Board-Staff Relationships

2.90 a. Responsibility for determining the general policies of a member school shall be entrusted to a governing board, hereinafter referred to as the board of education.

b. The superintendent shall keep the board informed of the status of all important aspects of the school's operation.

c. The board of education shall authorize the superintendent of schools to indicate on the annual report form its approval of the policies and standards of the Secondary Commission. This approval also verifies that conditions are reported accurately on that form.

2.91 The board of education shall direct the superintendent to prepare, in cooperation with the staff, a comprehensive set of policies to serve as a basis for the operation and the administration of the schools and as a guide to the superintendent and other employees in the conduct of their respective duties.

These policies shall be considered by the board and when, in its judgment, the policies are satisfactory, the board shall approve them, shall have them prepared in printed form, and shall make them available to employees and patrons of the school.

2.92 a. The board of education represents the public in setting the goals and establishing the basic policies for the schools. It shall refrain from involvement in the administrative functions of the school.

b. Individual members of the board shall refrain from involvement in or interference with the administrative functions of the school.

2.93 a. The board of education shall be responsible for the selection of its chief executive officer, who is the superintendent, principal, or other designated head of the school system.

b. Subject to the approval of the board of education, the administrative head of the system (hereinafter referred to as superintendent) shall be responsible for administering the schools in accordance with board policies and regulations.

c. The superintendent shall be responsible for the selection and assignment of school employees, management of plant and equipment, administration and supervision of the educational program, and the conduct of the system's public relations program.

d. The superintendent shall prepare and submit annually for board action a budget of anticipated income and expenditures and shall be responsible, with proper board authorization, for the expenditure of and proper accounting for all funds in accordance with the adopted budget.

e. The superintendent shall provide the board with such periodic reports as the board feels are necessary to keep it properly advised.

2.94 a. The board of education shall transact official business with professional staff members and all other school employees only through the superintendent.

b. Although the superintendent may wish to delegate to others some responsibilities for reporting to the board, such practice shall be at his express discretion. Situations wherein other persons report directly to the board at its instance or as a regular practice shall be considered a violation of this standard.

c. Individual board members shall not engage in official transactions for the school or the entire district unless operating under the prior and specific authorization of the entire board.

2.95 a. The superintendent, in cooperation with board members and his staff, shall prepare the agenda of items to be discussed at each board meeting.

b. The time for meetings shall be announced sufficiently in advance to give all board members and the community proper notice.

c. Board meetings shall be open to the public, except at those times when executive sessions are necessary.

d. The board shall require the superintendent to make recommendations for the general welfare of the schools in the system.

2.96 a. The working relationships between the board of education and the superintendent shall be such as to insure effective administration and operation of the member school.

b. The working relationships between the superintendent and the principal shall be such as to insure cooperative and effective administration and operation of the member school.

c. The working relationships between the principal and the staff shall be such as to insure cooperative and effective administration and operation of the educational program within the school.

d. At both the central office and individual school level, administrative procedures shall be carried out by democratic processes which utilize the appropriate abilities and contributions of all staff members.

2.97 a. The employment policies of the district shall be such as to attract and retain the services of well qualified and competent employees.

b. The status of staff members shall be changed only with the recommendation of the superintendent and only at an official meeting of the board of education.

c. The performance of all certificated personnel shall be subject to regular evaluation by the superintendent or his designated representatives.

d. The performance of the superintendent shall be subject to regular evaluation by the board of education.

e. In the event the board contemplates action for dismissal or non-renewal of a terminating contract, the employee affected shall be informed in writing of the anticipated dismissal or non-renewal of contract, shall be given the reasons therefor, and then shall be provided an opportunity for a hearing before official action is taken by the board.

Note: This standard refers to all certificated personnel, including the superintendent of schools.

2.98 Boards of education shall adopt procedures to permit employees to present their viewpoints on matters affecting the educational program before policy decisions are made. Efforts shall be made to accomplish this communication in an orderly manner with the superintendent, or his designated representative, present during such discussion.

2.99 Inappropriate interference in the administration of the schools by individuals or political and special interest groups shall not be tolerated.

Section C: Amendment Procedures for These Standards

3. The State Committee shall pass the petition of amendment to the Liaison Committee for Occupational Secondary Schools (LCOSS) at its fall meeting, accompanied by one of these three recommendations: (a) Endorsed, (b) Not Endorsed, (c) On Its Merits (No Recommendation).

4. The LCOSS shall consider the proposed amendment, then make its own recommendation on it. It then shall pass the proposed amendment to the Administrative Committee at its December meeting.

5. The LCOSS may submit proposed amendments of its own, provided they are adopted unanimously by that committee and are submitted to the Administrative Committee at its December meeting.

* * * * *

The Administrative Committee has impaneled the following Liaison Committee for Occupational (Vocational) Schools:

Joe W. Lemley, Principal, Vocational-Technical Education Center, 3420 South Memorial Blvd., Tulsa, Oklahoma 74145 (1975) (Chairman)

H. Robert Hewlett, Project Director, Vocational-Technical Education, U.S. Office of Education, Chicago, Illinois 60607 (1974)

Richard E. Emery, Superintendent, Suburban Hennepin County Area Vocational and Technical Schools, Minneapolis, Minnesota 55427 (1975)

J. D. Giddens, State Department of Education, State Capitol Building, Oklahoma City, Oklahoma 73105 (1976)

Leonard Kingsley, Director, Penta County Area Vocational School, Perrysburg, Ohio 43551 (1976)

COMMISSION ON SECONDARY SCHOOLS
1973-1974

OFFICERS

Chairman: David A. Wilkerson, Principal, South High 1801 Hollywood Drive, Pueblo, Colorado 81004.

Vice Chairman: F. R. Wanek, Acting Deputy Superintendent, State Department of Public Instruction, State Capitol Building, Pierre, South Dakota 57501.

Past Chairman: Maurice McGlasson, Professor of Education, Indiana University, Bloomington, Indiana 47401.

Executive Secretary: John A. Stanavage, 5454 South Shore, Chicago, Illinois 60615.

ADMINISTRATIVE COMMITTEE

STANLEY L. FOX, State Department of Education, State Office Bldg. No. 60o, Columbus, Ohio 43215 (1974).

G. SUTHERLAND HAYDEN, University of Michigan, Bure2u of School Services, 401 South Fourth Street, Ann Arbor, Michigan 48103 (1974).

HOWARD W. LEIGH, University of Arizona, College of Education, Tucson, Arizona 85721 (1974) (Representative for State Chairmen).

JOSEPH A. MASON, Superintendent, United States Dependents' Schools European Area, APO New York 09164 (1974).

R. PAUL BRIMM, University of Northern Iowa, Department of Education, Cedar Falls, Iowa 50613 (1975) (Representative for Junior High/Middle Schools).

LESLIE EVANS, Principal, Northland High School, Northcliff Drive, Columbus, Ohio 43224 (1975).

JERRY GERICH, Principal, Grosse Pointe South High School, Grosse Pointe, Michigan 48236 (1975) (Representative to the Board of Directors).

JOE W. LEMLEY, Principal, Tulsa Area Vocational-Technical School, 3420 South Memorial Boulevard, Tulsa, Oklahoma 74145 (1975) (Representative for Occupational Schools).

F. B. BENSON, Dean, Culver Military Academy, Culver, Indiana 46511 (1976) (Representative for Independent College-Preparatory Schools).

KENNETH BERG, Assistant Superintendent, St. Paul Public Schools, 360 Colborne Street, St. Paul, Minnesota 55101 (1976) (Representative for Large City Districts).

J. KEITH KAVANAUGH, Principal, J. Sterling Morton East High School, 2423 Austin Boulevard, Cicero, Illinois 60650 (1976).

ROBERT H. KIDD, State Department of Education, State Capitol Building, Charleston, West Virginia 25305 (1976).

ALLEN KRUMM, Principal, Del Norte High School, 5323 Montgomery Boulevard, Albuquerque, New Mexico 87109 (1976) (Representative to the Board of Directors).

NEIL C. ASLIN, Professor of Education, University of Missouri, 207 Hill Hall, Columbia, Missouri 65201 (1977) (Representative to the Board of Directors).